

# Teacher's Guide for Click Magazine

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*Teacher's Guide prepared by Gail Skroback Hennessey*

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The following teacher's guide is designed to assist the classroom teacher in using the September 2011 issue of Click Magazine to foster listening, reading, writing and thinking skills with your students. Additional different genres such as fiction, poetry, song, and informational articles are included to help introduce young children to the variety of reading materials. Lessons can be used in small group, partners, individuals, or whole class instruction format.

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing or independent writing, depending on the level of your students.

Throughout the guide, skills in vocabulary building, reading, writing, listening and cross curricular activities are included to help you utilize the magazine in your classroom.

Helpful websites with reading strategies

<http://www.readingquest.org/strat/>

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

## **Helpful reminders:**

**Pre-Reading:** Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

**During-Reading:** Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

**After-reading:** After activities connect the old and new knowledge and help students frame it in some way to their lives.

**Time:** Approximately 30-40 minutes each session with post activities completed later in the day.

## **Objectives:**

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences.
- 2.. appropriately participated in chorally reading activities.
3. read with accuracy and increased fluency.
4. increased their listening and speaking vocabulary.
5. shown evidence of listening and reading comprehension.
6. demonstrated accurate story imaging or visualization skills.

7. identified rhyming words in a poem.
8. read with appropriate expression.
9. created illustrations that creatively portray the topic or text.
10. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

**Bloom's Taxonomy:** Knowledge, Comprehension, Application, Analysis, and Synthesis

**Materials:**

copies of the September issue of *Click*  
drawing paper and crayons  
Internet sites

**Session 1:**

**Motivation:**

1. Show a picture of a tree and ask the students to think of all the uses of trees. For example, trees provide oxygen, shade, homes for animals, helps to anchor the soil, provides lumber for furniture, etc. Ask the students if they have ever gone for a hike in the woods. Encourage the students to share their experiences with the rest of the class. Share with the students that many of the articles in this month's issue of *Click* are related to the topic of trees.
2. Explain that in the reading, "Click and the Kids" by Meg McLean, on pages 2-6, the children will be reading about trees. This link has a diagram of a tree you might wish to use with the students:  
<http://www.enchantedlearning.com/subjects/plants/label/labeltree/>

**Teacher Input:**

1. Assign the students a partner and pass out the issue of *Click* and turn to "Click and the Kids" on pages 2-6. Have the students do a picture walk-through and encourage the students to make comments about the illustrations.
2. Assign the students a particular character (depending on the size of the class, there could be multiple characters so they will be reading in unison) and read the story.

**Guided Practice:**

1. Before reading, ask the students to look at the pictures on page 6. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to *grow* a sentence. For example, ask what is Amy wearing? (possible answers: white stockings, red sweater, green skirt, etc). What color is her hair and how is she wearing it? (red/braid) Etc. Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.
3. After reading the story, have students make *text to self connections* with the story. Have they ever played in a tree house? Do they like looking at trees? Can they name some specific types of trees? (conifer/deciduous/ maple, oak, etc.) Encourage students to share these experiences with the class by coming up to the front of the room for an oral speaking activity.
4. Give the students drawing paper. Have them close their eyes and visualize they are a tree in the woods. What do they see? What might they hear? What might they feel standing in the woods? What might they smell? Use the graphic organizer to write their thoughts down. Use the information to write a paragraph describing a "Day in the Life of a Tree." On a piece of paper, draw/color yourself as a tree. Encourage the students to share their drawing and writing with the rest of the class.

**GRAPHIC ORGANIZER: A Tree**

**What do I smell?**

**What do I hear?**

- 1.
- 2.
- 3.

**What do I see?**

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

**What might I feel?**

- 1.
- 2.
- 3.

**Post Lesson Activity:**

1. Pick a particular type of tree. Find out about its leaves and draw a picture using the leaf pattern. This site has pictures of trees and their leaves:

<http://www.arboday.org/trees/whattree/easterntrees.cfm>

This site also has lots of helpful information about trees:

<http://www.42explore.com/treesforests.htm>

**Session 2:**

**Motivation:**

1. Make a list of all the creatures that might call part of a tree, home. Explain that in the reading "Tree Story" on pages 10-15, the students will be reading about all the life in a tree.

**Teacher Input:**

1. Have partners of students turn to "Tree Story" on pages 10-15, and review the reading, encouraging students to share any prior knowledge they might have about the different creatures that call a tree, home.

**Guided Practice:**

1. With a partner, do the following graphic organizer:
- 2.

**How a Tree is a Busy Place:**

**Creature**

**How it uses a Tree**

**A. Downey woodpecker:**

\_\_\_\_\_

**B. Owl:**

\_\_\_\_\_

**C. Squirrel:**

\_\_\_\_\_

**D. Blue Jay:**

\_\_\_\_\_

**E. Carpenter Ants:**

\_\_\_\_\_

**F. Raccoon:**

\_\_\_\_\_

**G. Pill bugs:**

\_\_\_\_\_

**Which creatures helped to start a new tree? How?**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**Post Lesson Activities:**

Write a poem about one of the creatures that calls a tree home.

**Session 3:**

**Motivation:**

1. Show a picture of a Giant Redwood tree. Ask the students if they have any prior knowledge about the Redwoods. This link has some information that might be helpful:

<http://www.treesofmystery.net/sequoia.htm>

Lots of fun facts and information about trees at this link:

<http://www.kidskonnnect.com/subject-index/15-science/106-trees.html>

2. Explain that in the reading, "Trees!" on pages 16-19, the students will learn about the parts of a tree and some of the oldest trees.

### **Teacher Input:**

1. Partner students and pass out the issue of *Click* magazine and have the students do a picture walk through of the article, "Trees!", on pages 16-19. Discuss their comments, reactions, and predictions.

### **Guided Practice:**

1. In small groups, have the students read the article.
2. Have the students make a comprehension quiz for another group to answer. Make 5 questions from the reading. After each group has completed their "quiz", regroup and discuss the reading. Regroup and discuss the article and the comprehension questions.

### **Post Lesson Activity.**

Using the word **TREES**, create a poem using a descriptive phrase for each letter of the word.

Read about another interesting type of tree, the Banyon tree.

<http://www.gailhenessey.com/index.shtml?banyontree.html>

### **Session 4:**

#### **Motivation:**

1. Ask if the students have a pet. What are some responsibilities they might have in caring for their pet. Explain that a tree seedling also needs care. What might be some responsibilities you might have in caring for a tree seedling?
2. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel on pages 20--25 , Yo receives a tree seedling from his grandfather.

### **Teacher Input:**

1. Partner students up with copies of the issue of *Click* magazine and have the students open to "Yo Wants to Know " by Lea and Alan Daniel, on pages 20-25. Discuss with the students how punctuation helps with reading encouraging students to explain what they know about such punctuation as periods, commas question marks, exclamation marks and quotation marks.

### **Guided Practice:**

1. Have students read the story with a partner emphasizing reading for feeling using the punctuation clues.
2. Regroup and discuss the story. Have students look at the illustration on page 25 and share descriptive phrases as to what they see.
3. After reading the story, give partners of students a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs. Have the students refer back to the story and find as many NOUNS and VERBS as they can and to place them in the proper column. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs and have other students try and guess the action word.
4. Have the students do the interactive activity at this link:  
<http://www.arborday.org/kids/carly/majestictrees/>

### **Post Lesson Activity:**

Find all the words that start with the letter **T** used in the reading and write a creative sentence using all of the words.

This site is very good to learn all about trees:

<http://urbanext.illinois.edu/trees3/02.html>

Students could listen and write 5 facts learned. This activity encourages listening skills.

### **Session 5:**

#### **Motivation:**

1. Ask the students if they can locate the continent of Africa on a world map. Explain that the story, "Wangari's Trees of Peace" by Jeanette Winter, on pages 28-34, is a true story about a woman in Kenya that makes a difference. Show the location of the country of Kenya on a world map.

#### **Teacher Input:**

1. Have students open to "Wangari's Trees of Peace", on pages 28-34. Do a brief picture walk through and encourage students' comments and predictions.

#### **Guided Practice:**

1. Have students take turns reading a section of the article. When done, have partners do the following activity.
2. Have partners review the story as they do this activity:

#### **Graphic Organizer:**

##### **Why did people cut down the trees?**

- A.**
- B.**

(Possible answers: used the tree wood for fuel, to make room for buildings)

##### **What were some results of not having trees?**

- A.**
- B.**
- C.**

(possible answers: less birds, dry earth, less beauty)

##### **How does Wangari go about making a change?**

- A.**
- B.**
- C.**
- D.**
- E.**

(possible answers: plants 9 seedlings, starts a nursery to plant more, convinces women to help plant tree seedlings, give money if seedling is alive in three months, tries to establish a national park to protest trees)

Regroup and discuss the story. Learn more about Wangari at this link:

<http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,644018,00.html>

3. Discuss the statement "Right is right, even if you're alone". Perhaps, make text-to-self connections with bullying. Have you ever seen someone teased? Did you remain quiet or stand up and say something? Ask students to think of famous people that might have stood up for injustice, etc.

4. After reading the selection, discuss syllables and how breaking a word into its parts can help to decode the pronunciation of a word and help to learn how to spell the word. Have students place their hand under their chin. Explain that every time their chin drops is a syllable. Give the following example: detec-tives. How many times does the chin drop? (3) Have them try the following word: crevasses (3)

**Have partners of students do the following activity sheet:**

**2 syllable words**

**3 syllable words**

**More than 3 syllable words**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- 1.
- 2.
- 3.
- 4.

**Regroup and review the activity sheet.**

**Post Lesson Activity:**

Learn about the country of Kenya.

<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,635503,00.html>

Have students review the interactive map of Kenya to learn 5 facts about the country. Also, have stu-dents learn some words in Swahili, the official language of the country of Kenya.

**Wrap Up Activity:**

Have each student team with another student and conduct an interview. Prior to doing the interview, ask the students what must they do when conducting an interview. (Possible responses: write the answers down so you remember them, listen carefully, make eye contact, etc. ) Have the students interview their team member with the following questions.

**INTERVIEW A CLASSMATE PRETENDING TO BE WANGARI.**

**How did you feel when you returned to Mount Kenya and saw the lack of trees?**

**Why had people cut the trees down?**

**What were the negative effects of the lack of trees?**

**How did you get the idea to do something about what you saw?**

**How did you feel when you saw the results of your idea taking shape?**

**Any advice to young people?**

- Switch roles and conduct the interview again.

With a partner, read the poem, "One, Two, Tree", by Rachel Young, on pages 7-9. Find rhyming patterns and think of additional words which rhyme with these patterns.

**Overall Assessment:**

The teacher will assess the students'

1. Ability to work together with a partner or in groups. Record the data in your notes
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to charts and other activities done with this month's *Click* magazine.
4. Ability to clearly express their ideas orally and in writing
5. Ability to read and understand vocabulary
6. Ability to write their own sentences, poems, etc.
7. Ability to make connections
8. Increased fluency as demonstrated in their independent oral reading, buddy reading, etc.